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ABSTRACT

Migrant farm workers were the primary target of the Child and Family Resource Program (CFRP) in Modesto, California, one of 11 sites in this Head Start affiliated program. The CFRP focused on an infant day care center operation providing day care service to families working in the agricultural fields. This report describes and evaluates: (1) the goals and operational objectives of the program and its components; (2) the planning, startup, and implementation of the program components (health, education, social services, and parent involvement); (3) the major staff functions and qualifications and the recruitment process; (4) the plan and implementation of preservice and inservice training sessions designed to acquaint family service workers with available resources and with ways of assessing family needs; (5) recruitment of families and use of needs assessment procedures; (6) amount and quality of coordination with social service agencies for each component; (7) materials used with each component, including staff training materials; and (8) program cost data arranged in table form. A general summary of this site's strengths and weaknesses is offered. (ED)

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PROGRAM DESCRIPTION

CHILD AND FAMILY RESOURCE PROGRAM

MODESTO, CALIFORNIA

Under Contract No. HEW-OS-74-274

Submitted To:

OFFICE OF CHILD DEVELOPMENT
DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

BEST COPY AVAILABLE

PS 008491

Submitted By:

DEVELOPMENT ASSOCIATES, INC.
1521 New Hampshire Ave., N. W.
Washington, D. C. 20036

June 30, 1975

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MODESTO CFRP

PROGRAM DESCRIPTION

INTRODUCTION

Modesto, California, a city of 88,000 people, is located in the San Joaquin Valley in central California. The county in which it is located, Stanislaus County, is mainly agricultural and ranks sixth in the nation in crop production. Even so, unemployment fluctuates between 8-18%, depending on the season of the year. Ethnic minorities comprise approximately 20% of the population, with Spanish surnamed people accounting for 16%.

The Stanislaus County Department of Education is the grantee agency for this CFRP. The Department had operated day care programs for children of migrant and seasonal farmworkers for seven years before the advent of CFRP. The Federal Projects Coordinator of the Department of Education first heard about the new program when he was invited to attend a conference in Denver in March 1971, at which time the CFRP goals, objectives, and guidelines were discussed. After this conference, the Federal Projects Coordinator made a decision to prepare a proposal for a CFRP grant, since the grant would provide funding for further services for families in the community. Also, the Indian/Migrant Program Division of the Office of Child Development encouraged the Department of Education to apply for the grant.

The responsibility for preparing the proposal was that of the Federal Projects Coordinator. He chose a consultant, a former Community Action Program Director, who was designated the Task Group Coordinator, to assist in the effort. During the proposal writing time, the Federal Projects Coordinator was paid his regular salary which came from the Department of Education budget. The Task Group Coordinator was paid out of Office of Child Development and US Department of Labor funds. The proposal development process proceeded as follows: Three planning meetings were held with the Department of Education staff and representatives of local agencies. At these meetings, needs were identified and prioritized. The Task Group Coordinator then took the input from these planning meetings and developed objectives, strategies, etc., for each program component. In doing this, he sought and obtained assistance where necessary from the appropriate staff members. Then, the Federal Projects Coordinator and the Task Group Coordinator again considered each component or activity and made the final decisions as to what was and what was not to be included in the final draft of the proposal. The criteria used in making these decisions were, for the most part, subjective in nature and based on their feelings and the feelings of representatives of the local participating agencies as to whether the particular item was relevant to a local need.

The proposal was finally submitted on about April 15, 1971, and notification of the grant award was received towards the middle of July 1971. The first families were enrolled in September, marking the start of the program implementation in Modesto.

I. OBJECTIVES

Any discussion of the Modesto CFDP must first note that this program has certain features which have a substantial influence on goals and objectives. The program's primary target is the migrant farmworkers in the community, and for this reason the program operates May (or through November) (10) of each year. The reason for this is that the migrants at that time are in the area to work at planting and harvesting. Although the primary beneficiaries of the CFDP are the migrants, seasonal farmworkers who reside at the Modesto Farm Labor Camp year round (approximately 120 families) are also served.

The staff of the CFDP work either nine or ten months out of the year, although their salaries are prorated over a 12-month period of time. The rationale for this is that the grantee is an educational institution operating on a nine-month basis and therefore all programs affiliated with it operate on the same basis.

A. Program Planning and Goals

The goals for the CFDP which were developed by the Task Force were:

- to coordinate agencies within the county to deliver comprehensive services to 100 families of migrant and seasonal farmworkers;
- to develop individualized assessment procedures for the family as a unit and for individual members with appropriate provisions for follow-up services;
- to establish a total child development program to cover the preschool stage to age eight;
- to foster family unity and to improve family independence;
- to provide integrated family activities for both Anglos and Chicanos; and
- to cooperate in developing a statewide tracking system that will provide referral services for three basic migrant groups: the California and Pacific Coast Stream, the Mid-Continent or Texas Stream, and the Atlantic Seaboard or Florida Stream.

These were the formal objectives of the program. In addition, a number of other goals were expressed by project personnel. Head Start staff members participating in the planning process interpreted the CFDP national goals and objectives as (1) an extension of Head Start with more comprehensive services being provided to families with children and involving the community agencies in the delivery of services to these families; (2) the provision of services, such as infant care, which was not being provided previously; (3) the provision of recreation facilities for children above the age of eight; and (4) the provision of supplementary services not previously provided but available to families whose children are enrolled in day care programs.

[illegible]

[illegible]

[illegible]

[illegible]

The CFRP staff has been able to identify a number of community resources to provide the following services:

- AFDC, Aid to Families with Dependent Children (cash assistance);
- Food Stamps, family counseling, and referral for medical services;
- Clothing, at a reduced price, is available and in meritorious cases provided free;
- Legal services are provided to migrants without cost; and
- Low cost housing has been made available to migrants in this agricultural community at prices that the migrant can afford.

Although previously identified during the Planning Phase, the grantee had not been able to provide the following services during the first 20 months of program implementation:

- police protection;
- transportation pools;
- flouridation of water wells; and
- manpower training and placement resources.

In addition, the recreation program was only partially effective.

D. Parent Involvement

1. Program Planning and Startup

During the early program stages, it was planned that family type programs would be scheduled for Saturdays and Sundays, since parents could not be expected to participate during the week. Stress was placed on helping the parents provide solutions to their needs so that they would become more self-reliant and knowledgeable about problem solving.

2. Program Implementation

Activities in this component are difficult to define. After more than one and one half years of program experience, they are gradually resolving a strong programmatic conflict -- the differences between migrant day care programs and CFRP. One of the problems is that as they consolidate their thinking on CFRP, the concept becomes more complex than anticipated. As a result, it is hard to successfully explain this concept to migrant families. Preoccupation with this problem has resulted in a rather informal approach to parent involvement activities.

In addition to the philosophical problem, staff attitudes also affect this component. For example, some staff members feel that it is an imposition on the parents to expect their participation in CFRP, given the harsh and extended working conditions that exist during the work season. It is apparent that until these philosophic and programmatic conflicts are successfully resolved, the emphasis on parent involvement will be minor compared to the three other program components.

III. STAFF

A. Program Planning and Startup

The planners defined each CFRP staff position during the Planning Phase. They considered the skills and manpower that would be necessary to implement their design. Listed below are what they considered the major functions for each position:

CFRP Coordinator

- Prepare project for implementation;
- Develop the Community Council;
- Control budget and all fiscal matters;
- Obtain other grants;
- Develop a system of tracking migrants and priority referral systems; and
- Identify, coordinate, and utilize all available community resources.

Family Service Workers

- Assess family education, health, and social needs and set priorities;
- Provide a wide range of home educational services; and
- Act as principal liaison between family and service network.

Day Care Supervisor

- Develop bicultural preschool curriculum;
- Select staff;
- Develop job descriptions/qualifications;
- Establish infant care and day care programs;
- Provide articulated programs with elementary schools; and
- Maintain learning activities for staff.

Staff Development Director

- Individualize staff profiles;
- Provide onsite preservice and inservice training;
- Implement CDA concept; and
- Establish course work for parents and staff.

Social Work Supervisor

- Assess family needs;
- Provide referral service;
- Act as advocate for family members;
- Provide agency/community program acceptance; and
- Provide emergency services.

Health Coordinator

- Establish health screening forms and procedures;
- Employ and supervise health personnel;
- Provide liaison with Medical and Dental Society;
- Serve on Rural Health Project Policy Board;
- Develop emergency aid measures;
- Develop procedures for followup -- medical and dental; and
- Provide adult education programs.

Nutrition Coordinator

- Provide inservice training for cooks;
- Prepare menus;
- Establish parent education programs;
- Maintain purchasing and surplus foods processing;
- Train staff in quality nutrition programs; and
- Give inservice training to Family Service Workers.

Mental Health Consultant

- Establish consulting services with staff;
- Provide systematic pupil observation program; and
- Test students and provide appropriate followup.

Parent Involvement Specialist

- Provide adult education program leading to elementary certificate, high school diploma, or GED;
- Establish system of classroom observation;
- Maintain viable Parent Policy Council;
- Develop job-related skill programs; and
- Provide "pleasure-type" activities.

Director of Evaluation

- Evaluate program.

The CFRP Coordinator has day-to-day management responsibility for the program. He reports to the Federal Projects Coordinator, who has overall responsibility for the program.

Staff recruitment was the responsibility of the Federal Projects Coordinator of the County school system, with the Superintendent of Schools making all final decisions. The Parent Advisory Board also participated in recruitment and selection. Job advertisements were placed in newspapers and on radio and a special application form was prepared. References of applicants were checked and interviews were conducted with the assistance of the members of the Parent Advisory Board.

During the Startup Phase, the program was staffed with the following full-time positions: CFRP Coordinator; four Family Service Workers; an Infant Care Director; and an Assistant Infant Care Director. The other staff positions listed above were planned to be part-time positions to be shared with other programs. Most of the CFRP staff members transferred from other programs or projects or, in the case of part-time positions, expanded their job duties to include CFRP. However, two of the four Family Service Workers were recruited from outside the school system.

With regard to general qualifications of the persons who were hired for the full-time positions of CFRP Coordinator, Family Service Workers, and Infant Care Director, the following were found:

- The CFRP Coordinator has had considerable education and experience in the field of child development. He was selected on a competitive basis from a number of applicants.

- The Infant Care Director was previously the CAP Head Start Director and was chosen for this position when the CAP Head Start program was terminated. She has had eight years of experience in the Head Start program.

- The four Family Service Workers were assessed by a Screening Committee for overall competency. Two of the workers were transferred from another project within the grantee agency while two were hired from outside the agency. Participating as members of the Screening Committee were members of the PAC Advisory Board and some key CFRP staff members.

B. Program Implementation

In April 1975, the staffing of the CFRP project was as follows: a CFRP Coordinator and two Family Service Workers (four slots are designated) who are full time. The Federal Projects Director, the Health Coordinator, and the Social Services Coordinator are allocated partially to the CFRP, perform minimal services for CFRP, and are paid partially from the 7% overhead charge being made to this grant. In addition, during the program months of May to November, the infant care service staff consists of a Supervisor, a Certified Teacher, eight Instructional Aides, and one Housekeeping Aide. Starting July 1975, these infant care positions, which were previously paid from CFRP funds, will be funded out of a state grant.

The CFRP Coordinator was hired in August 1973, and has a Bachelor of Arts Degree in American Studies. The CFRP Coordinator allocates 75% of his time to CFRP. The Family Service Workers, who are paid for each hour worked at a starting rate of $3.56, include one incumbent who has a BS Degree in Psychology and was hired in August 1973, and another who possesses a GED and was transferred to CFRP in August 1973 from another Grantee operation.

Two Family Service Worker slots have not been filled since the end of the last program year, November 1976. Other slots for personnel as set forth in the budget were not filled by design. Because of the fact that the positions in CFRP are only of nine months duration, it is difficult to obtain the services of qualified people. Family Service Workers are supervised by the CFRP Coordinator and report directly to him. The Family Service Workers provide to families basic social services and assist the families at the farm labor camp, although no services are provided for the period of December through April of each year. During this period, approximately 120 families permanently reside at the farm labor camp. The fact that services are provided only during part of the year puts a real constraint on the program's ability to effectively deal with the needs of families.

24. STAFF TRAINING

A. Program Planning and Design

During the Planning Phase, it was proposed that preservice and inservice training would be the responsibility of the Staff Development Division. Its role in providing training in response to specific needs identified from the various components would be, i.e., education, health, social services, as well as from evaluation and agency requests.

1. Preservice training as it planned for the month of July. The training was to have had the following goals:

   - orientation of staff, family members, and representatives of participating agencies as to the program's goals and objectives; emphasis was to be on developing the concept of a team approach with the Family Service Worker as the basic contact person; another is was also on working with the family as a unit;

   - review of procedures for assessing the needs of family members and the family unit; and

   - determination of multi-year goals.

2. Inservice training was planned for the month of August and continuing on to the conclusion of the program. This training was to be on a four-part basis:

   - general group gatherings for shared input, which family members, agency representatives, and staff members;

   - specific interest groups: education, health, parents, etc.;

   - occasional small cross-group workshops, and

   - appropriate courses content at varying levels.

   It was planned that periodic evaluations would be used to refine the requirements for inservice needs. Individual training needs for agencies and for groups personnel in participating agencies would also be considered.

The planners felt that limited assistance would be required from outside agencies for the conduct of training. However, technical assistance could be obtained from universities and colleges and from local agencies.

Employment opportunities for

[illegible]

[illegible]

3. Social Services Component

- The Stanislaus County Welfare Department provides cash assistance to families with dependent children, food stamps, family counseling, and referrals for medical services.
- The Salvation Army provides clothing free or at reduced prices.
- The Stanislaus County Health Department provides services to crippled children and provides evaluations of any potentially handicapped child.
- The California Legal Assistance Program and the Stanislaus Legal Aide Service provide legal services.
- The Stanislaus Housing Authority provides low cost housing for the families residing at the Farm Labor Camp.
- The Lions Club provides assistance in obtaining glasses for children.
- The Cerebral Palsy Foundation provides transportation for children with special needs.
- The Senior Citizens Program provides volunteers for the child care centers.
- The Elks Club provides speech and physical therapy services.
- The Stanislaus County State College provides speech and hearing clinic services and referrals.
- The Family Planning Program provides a monthly clinic in the area related to population control.

4. Parent Involvement

- The Stanislaus County Department of Education provides staff to recruit parents for CFRP activities.

The CFRP staff feels they have not utilized all available community resources to date and that there is some duplication of effort regarding the services provided by CFRP and by the other agencies operating in the area. The degree to which certain agencies have been utilized depends on the strength of the personal relationship between the Agency Director and key CFRP staff responsible for this program function.

Meetings with community agencies have been held in the past for the purpose of coordinating services. The results have been limited. In an attempt to rectify this, the agencies have agreed to have a consultant recommend strategies for coordinating services to CFRP families. CFRP funds have been earmarked for this purpose.

The primary program responsibility for day-to-day coordinating services to families rests with the appropriate Family Service Worker. Initially, CFRP contracted all agencies and sent each a copy of the list containing the names of the CFRP families. The agencies were requested to contact the families through the Family Service Worker; however, the agencies refused to follow this procedure.

Subsequently, each Family Service Worker developed slightly different procedures to pursue coordination. Basically, each Family Service Worker developed a personal contact at each agency and attempted to resolve a family's service needs through this contact. The agencies case-workers then work out arrangements with the Family Service Workers regarding specific details in assisting individual families.

In summary, some community resource agencies want to deal directly with the families and not through the Family Service Worker. These agencies appear to feel threatened and are reluctant to share information on clients. Another inhibiting factor is distance -- most of the community agencies providing services to the CFRP families are located in Modesto, California, and the project site is approximately 20 miles out of the city. Finally, the sparseness of communication by and between the agencies presents further problems.

VII. MATERIALS

A. Program Planning and Startup

A facility for CFRP was built by the County Housing Authority. The CFRP staff was responsible for coordinating the construction effort and for obtaining materials and equipment for the facility. Since the facility was not finished until after the Startup Phase was completed, an office was obtained from the Housing Authority for the CFRP staff during the Planning and Startup. Office supplies were ordered by the CFRP Coordinator and toys and educational materials for the infant care project were ordered by the Infant Care Director.

As far as changes from the original plan, the delay in the construction of the facility prevented opening the infant care project on schedule. In addition, a portable unit which was to be placed in the Farm Center to be used as a library and study center was not acquired.

B. Program Implementation

Materials used with each component/service, including staff training, are as follows:

1. Education Component

Toys and playground equipment are available for the use of the children in the Infant Care Center and are adaptable for use by infants and toddlers. The Denver Developmental Screening Tests are used as assessment instruments. The Stanislaus County Department of Education makes available to the CFRP its library and audiovisual facilities. Films, film strips, and other audiovisual materials are utilized in working with the children and their parents.

2. Health Component

Materials used in this component are mainly for the Infant Care Center and consist of disposable diapers, cribs, play pens, and health care products such as vitamins which are distributed to the children and their families.

3. Social Services Component

The CFRP grantee provides a "community resource handout" which is distributed to the families identifying community resources and services available to the families.

4. Parent Involvement

Handouts of an educational and informational nature are provided to the families for their use. The handouts, printed in Spanish, cover broad subject areas which could be of benefit to the Spanish speaking members of the Westley Farm Labor Camp. No other specific materials are utilized.

5. Staff Training

Materials pertaining to staff training consist of booklets for record-keeping developed by Humanics Association: materials on the Home Based Child Development Program; resource materials including guidelines in family and individual assessment; and a book on writing instructions. Films, film strips, audiovisual materials are also employed in training sessions. Mannequins were used for first aid training and program Nurses spent time in Pediatricians' offices observing and reading appropriate materials.

VIII. PROGRAM COSTS

Consideration of several program factors contribute to a better understanding of total program effort and purpose. Other sections of this case study deal with the more process oriented features of the program. This section, on the other hand, focuses on program costs.

Part of the national CFRP information reporting system included a comprehensive cost data collection effort. The period covered by the data presented in this section is October 16, 1974, through January 15, 1975; a three-month period during the second funding year. The special summary graphs and cost data tables presented here were developed in a manner to indicate how and to what extent the program categories were supported. This cost data, collected for the period mentioned above, is represented by the following categories:

- total value of all program services provided during the study period;
- total value of General Health Services provided during the study period;
- total value of Mental Health services provided during the study period;
- total value of Nutritional services provided during the study period;
- total value of Handicapped services provided during the study period;
- total value of Educational services provided during the study period;
- total value of Social Services provided during the study period;
- total value of Parent Involvement during the study period;
- total value of staff training during the study period; and
- total value of program administration during the study period.

By reviewing each summary graph, the objectives addressed by each programmatic category, and each cost data table, it can be determined what resource was utilized by the program, the dollar value of services provided by each resource, and the purpose for which the resource was utilized. Complete cost data for each of the above ten categories are presented individually on the following pages. Each category is presented in three parts, which include:

- a graph which summarizes cost data within each category;
- a list of program objectives relevant to each of the nine programmatic categories; and
- a cost data table which includes a comprehensive breakdown of cost data within each category shown in each graph.

1. Summary Graphs

The graphs section summarize cost data relevant to each category. In addition to indicating the dollar value of services provided by the program during the study period, each graph indicates the percent of the total categorical value each figure represents.

The first graph indicates the total value of all services provided by the CFS Program during the study period. It also indicates the dollar value and the percent of the total value for each programmatic category.

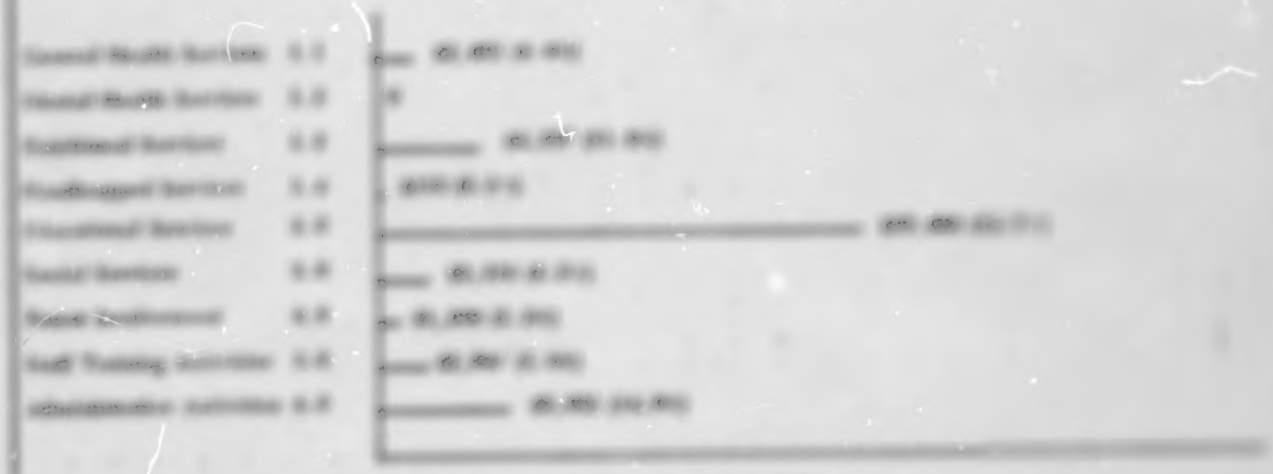
All other graphs in this section summarize by resource utilized the dollar value of services provided by the program during the study period for each of the nine programmatic categories.

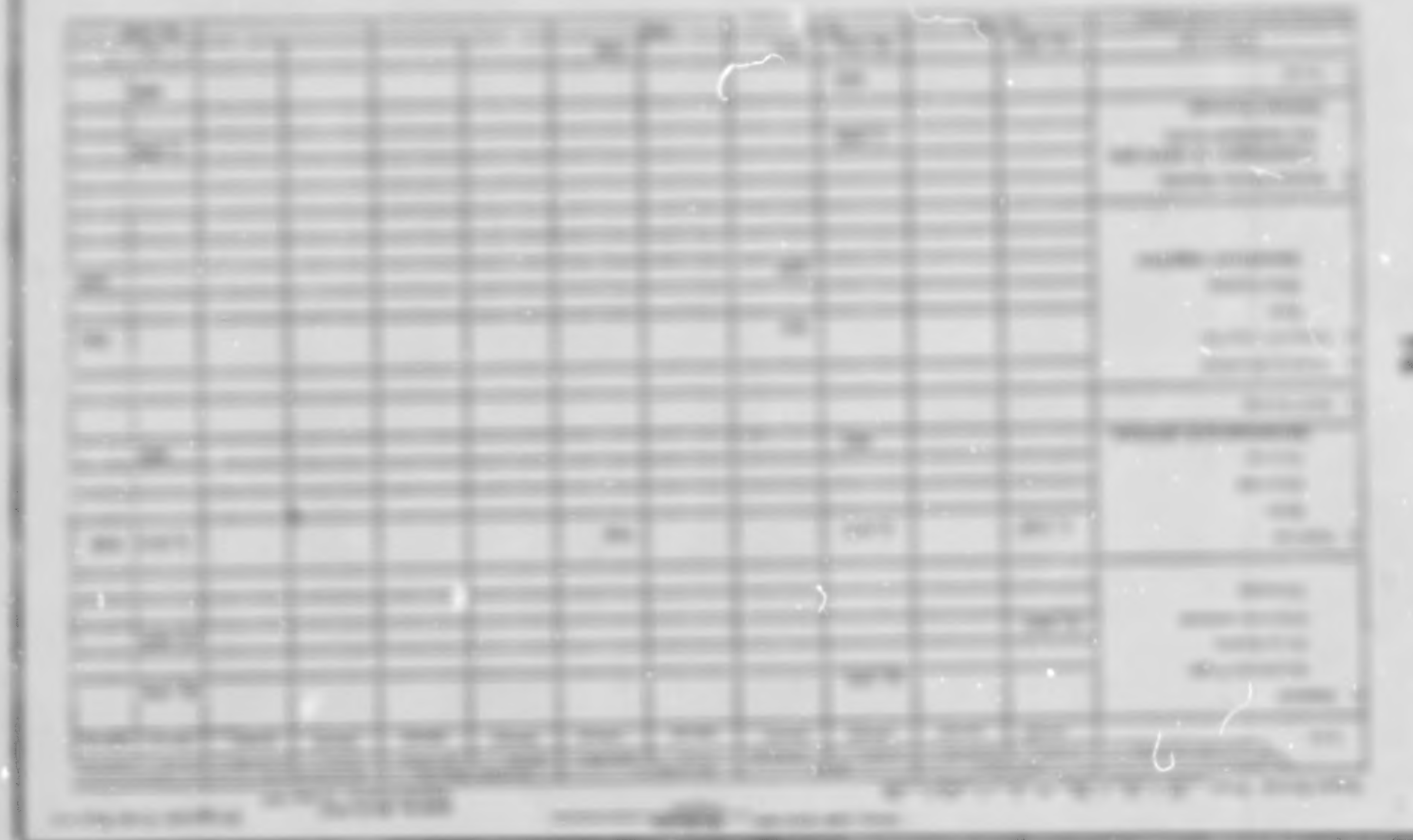
2. List of Program Objectives

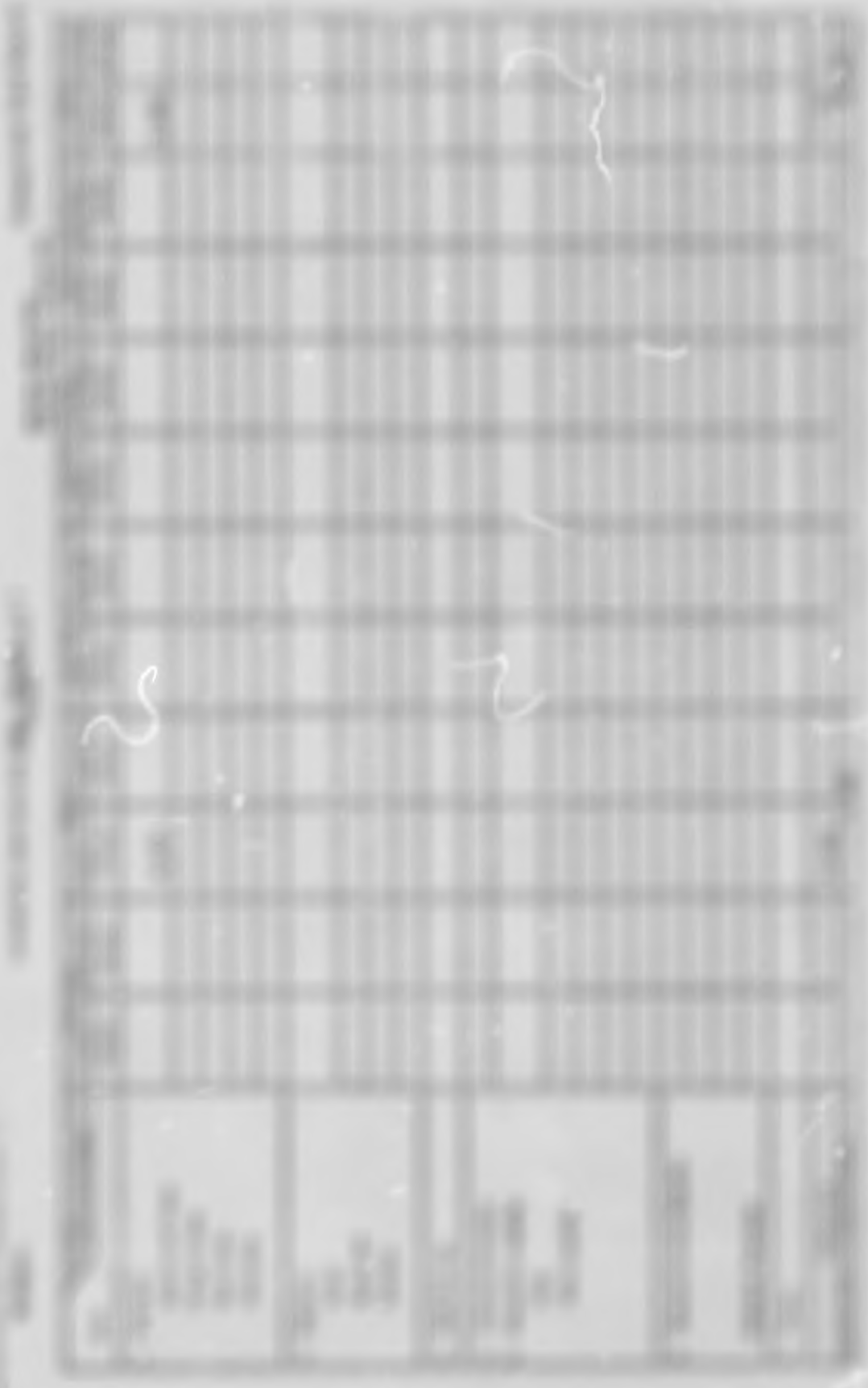
Each of the graphs which summarize the dollar value of services provided within a programmatic category is followed by a list of program objectives addressed by the category represented.

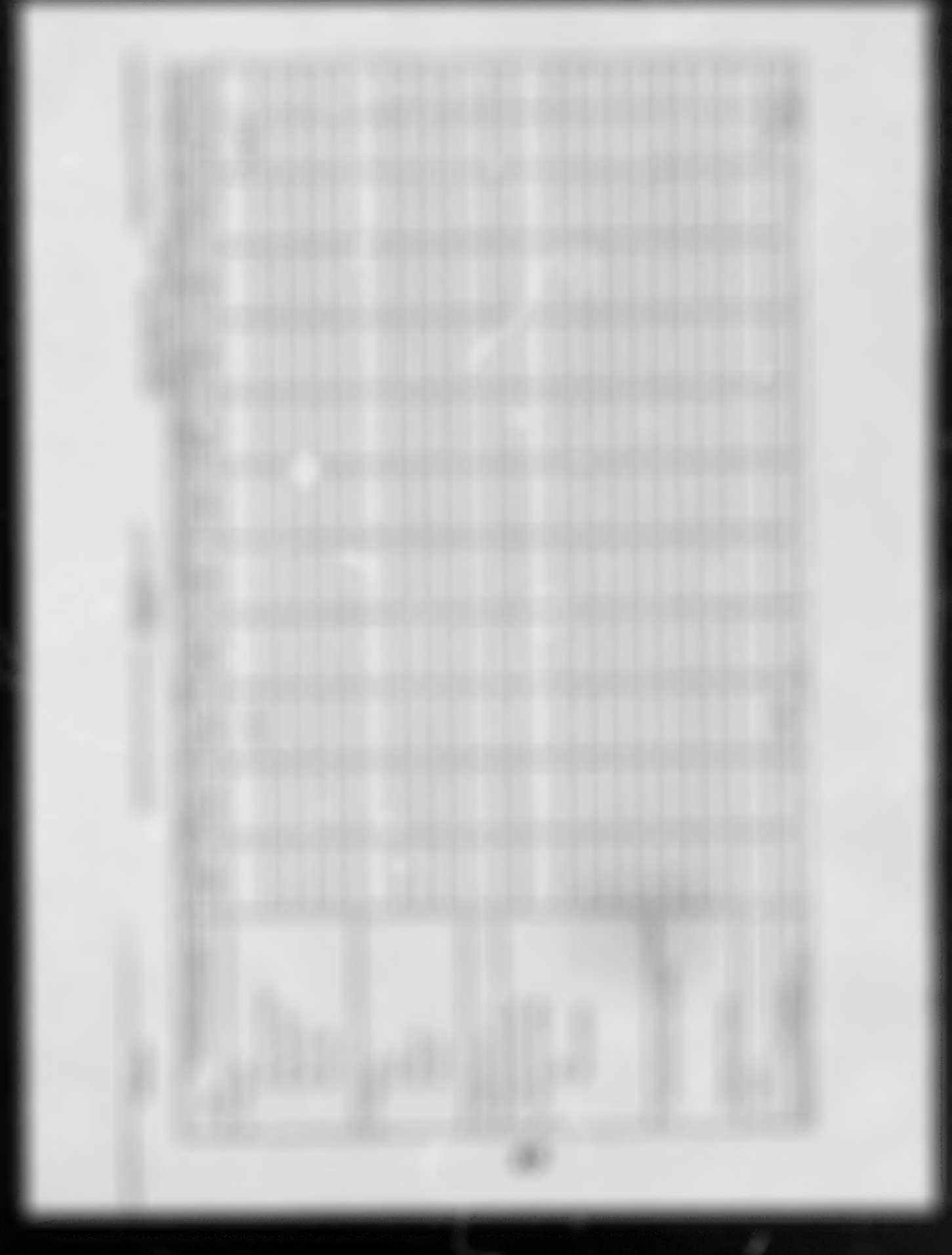
3. Cost Data Tables

Cost data tables are also provided for each graph presented in this section. Each cost data table indicates the type of resource utilized by the program to provide services within the category and the dollar value of services provided by this resource. In addition, the table indicates, by line item, how the dollar value from each resource was utilized.

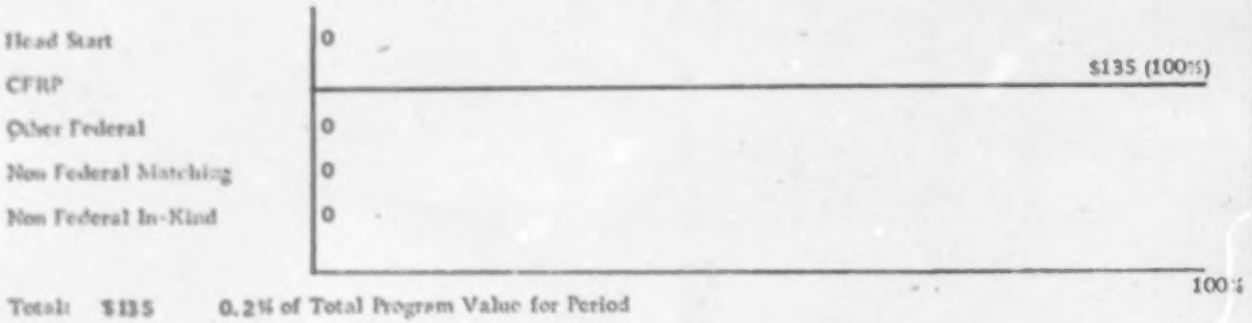








VALUE OF
HANDICAPPED SERVICES (1.4)



Total: $135 0.2% of Total Program Value for Period

The data presented in the graph above indicate the total dollar value (from all available resources) of program services provided by Modesto CFRP during the study period which addressed the following general objectives of the program:

- provide handicapped children and children with special needs with the necessary mental health services which will ensure that the child and family achieve full benefits of participation in the program.

Modesto

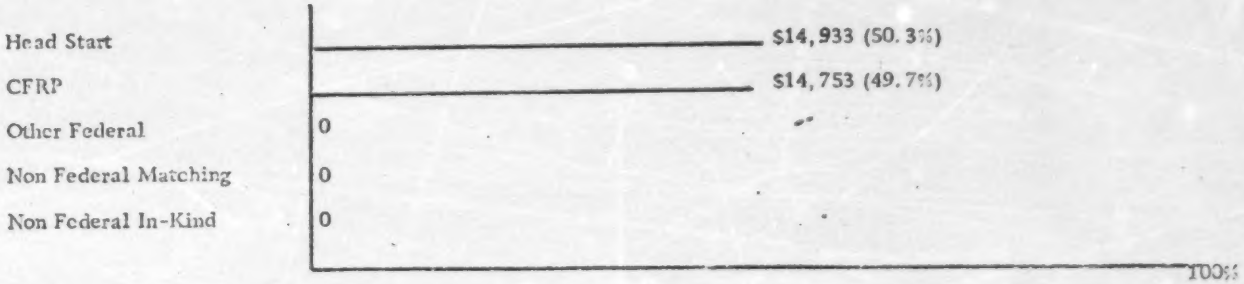
CATEGORICAL COST DATA FOR Handicapped - 1.4
Category

OMB No. 085-S-74013
Approval Expires: 30 June 1975

Categorical Cost Report

Item / Source: Fixed or Variable	Head Start Fixed Amount	Head Start Variable Amount	CFRP Fixed Amount	CFRP Variable Amount	Other Fed. * Fixed Amount	Other Fed. * Variable Amount	Non-Fed. Matching* Fixed Amount	Non-Fed. Matching* Variable Amount	Non-Fed. In-Kind* Fixed Amount	Non-Fed. In-Kind* Variable Amount	Totals Fixed Amount	Totals Variable Amount
1. Personnel			135								135	
Salaries and Wages												
Fringe Benefits												
Consultants												
Volunteers												
2. Facilities												
Space												
Equipment												
Furniture												
3. Staff Training												
4. Materials (Reusable)												
5. Consumable supplies												
Food												
Other (specify)												
6. Contract Services (Specify)												
Medicaid Payments												
7. Travel												
TOTALS			135								GRAND TOTAL 135	
Grand total amounts from each source:			135									

VALUE OF
EDUCATIONAL SERVICES (2.0)



Total: $29,686 54.9% of Total Program Value for Period

The figures shown in the graph above show the total dollar value (from all available resources) of services provided by Modesto CFRP during the study period which addressed the following educational objectives:

- provide children with a learning environment and the varied experiences which will help them develop emotionally in a manner appropriate to their age and state of development toward the overall goal of social competence;
- integrate the educational aspects of the various program components in the daily program of activities;
- identify and reinforce experiences which occur in the home that parents can utilize as educational activities for their children.

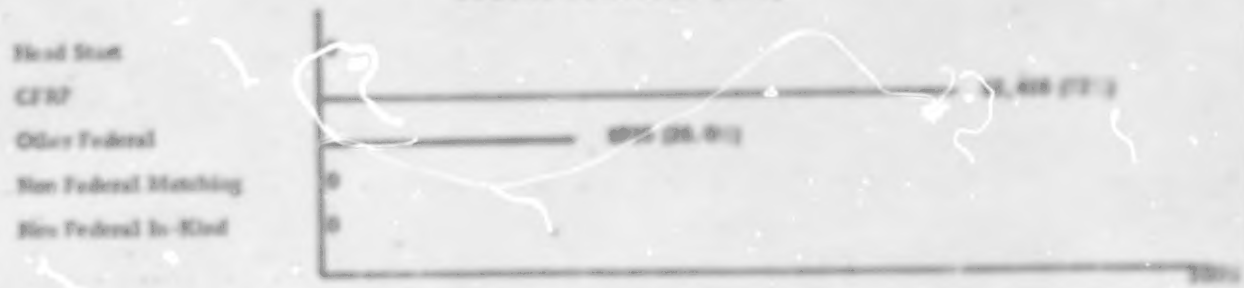
Modesto

CATEGORICAL COST DATA FOR Education - 2.0
Category

OMB No. 685-S-74013
Approval Expires: 30 June 1975

Categorical Cost Report

Item	Source / Fixed or Variable	Head Start		CCDF		Other Fed. a		Non-Fed. Matching b		Non-Fed. In-Kind		Totals	
		Fixed	Variable	Fixed	Variable	Fixed	Variable	Fixed	Variable	Fixed	Variable	Fixed	Variable
		Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount
1. Personnel				10,854								10,854	
Salaries and Wages													
Fringe Benefits												13,865	
Consultants		13,865											
Volunteers													
2. Facilities												3,543	
Space		1,068		2,475									
Equipment													
Furniture												445	
Maintenance & utilities				445									
3. Staff Training													
4. Materials (Reusable)													
5. Consumable supplies					521								521
Food													
Other (specify)					458								458
Beneficial supplies													
6. Contract Services (Specify)													
Medicaid Payments													
7. Travel													
TOTALS		14,933		13,774	979							29,686	
		14,933		14,753									



Total: $3,356 6.2% of Total Program Value for Period

Figures depicted in the graph above indicate the total dollar value (from all available resources) of program services by Madeate CFRP during the study period which addressed the following objectives:

- establish and maintain an outreach and recruitment process which systematically insures enrollment of eligible children;
- provide enrollment of eligible children regardless of race, sex, creed, color, national origin, or handicapping condition;
- assist the family in its own efforts to improve the conditions and quality of family life; and
- make parents aware of community services and resources and facilitate their use.

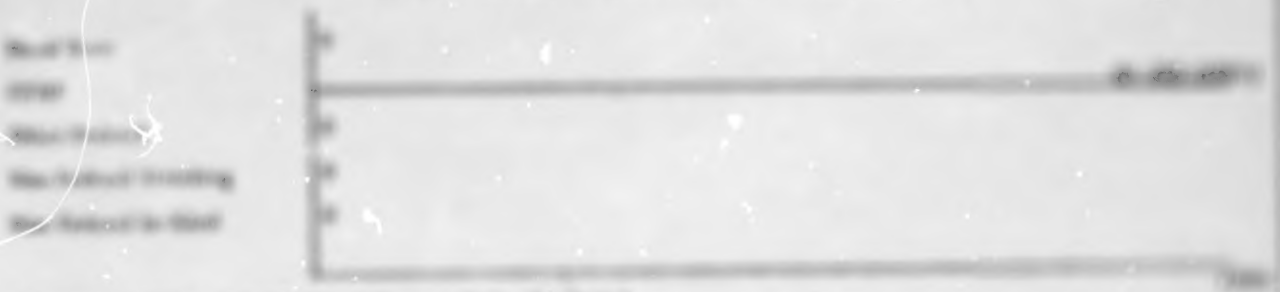
Windsor

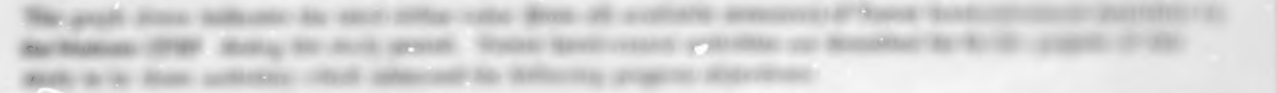
Social Services - 5.0

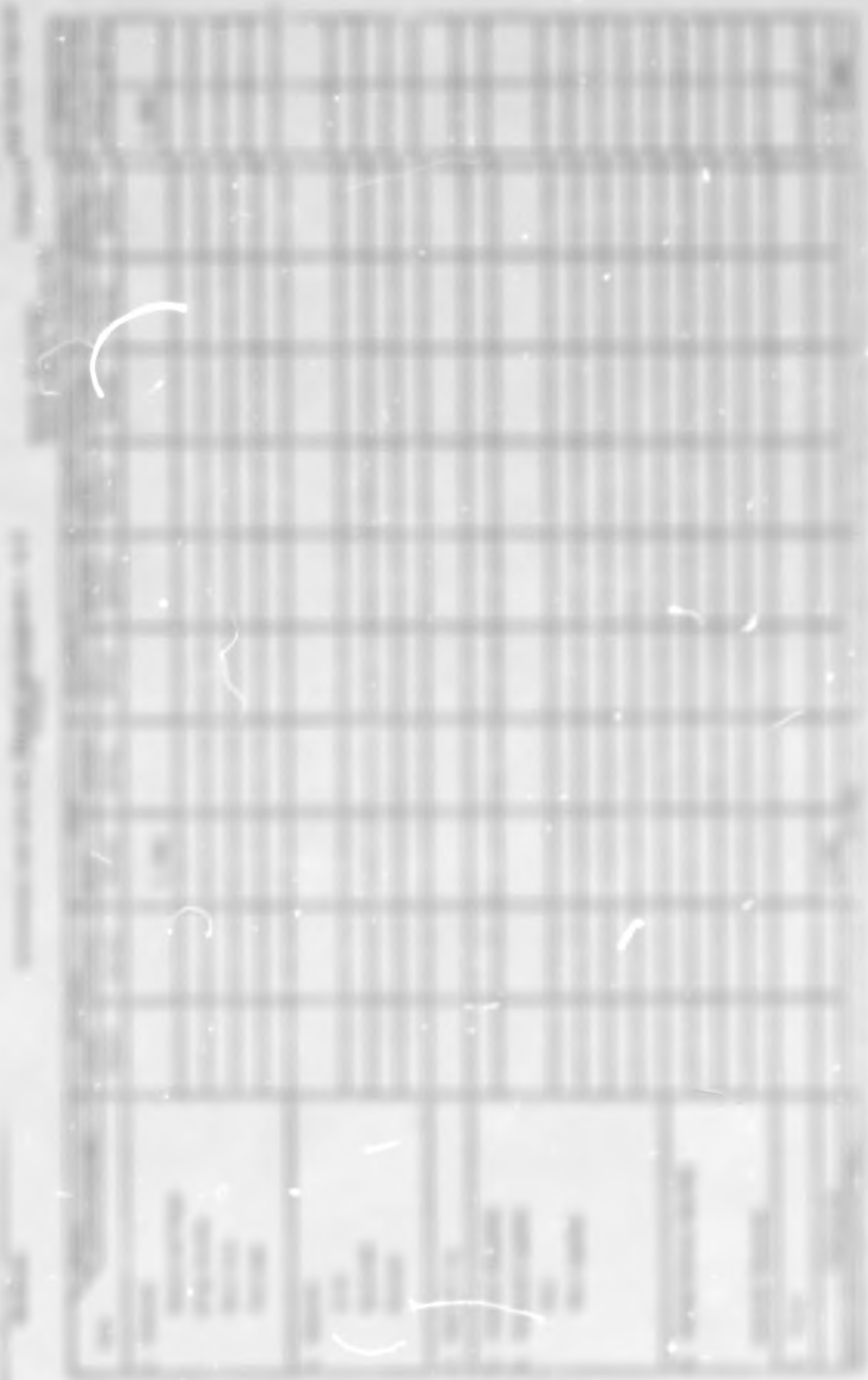
Budget

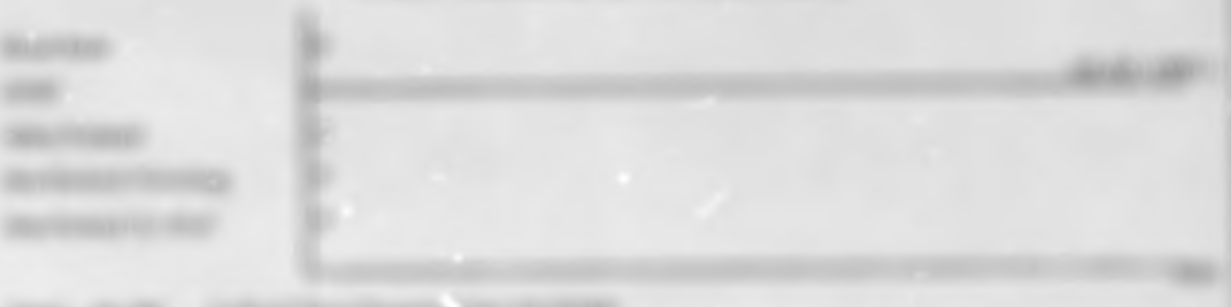
Categorical Cost Report

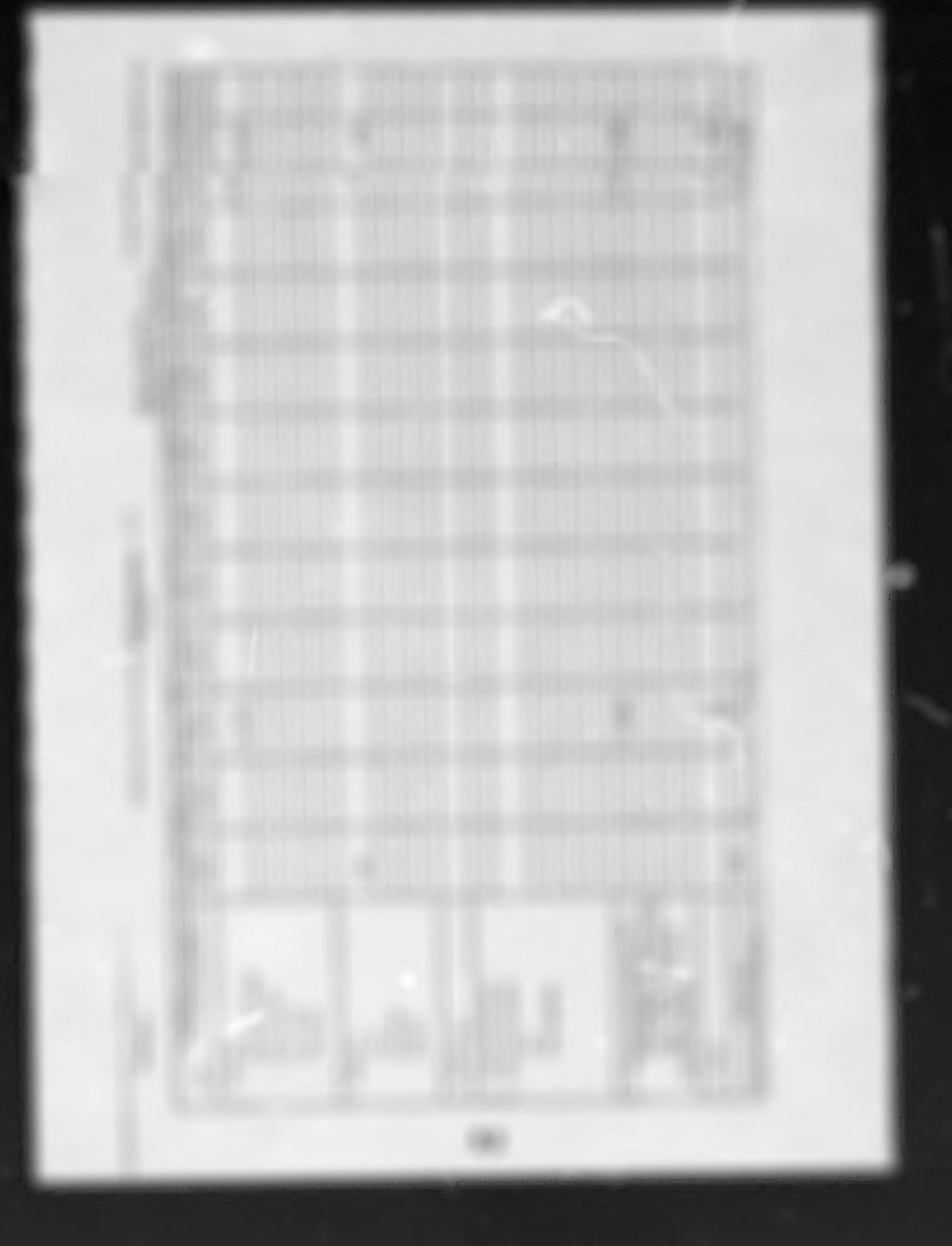
Item												
1. Salaries			1,419								71,419	
Fulltime and Wages												
Wages Benefits												
Overtime												
Temporary												
2. Additional												
Travel/Authorized Leave/Car Allowance						339						339
Equipment												
Premises												
3. Staff Training												
4. Materials (Household)												
5. Resource supplies												
Food												
Other Supplies												
6. Purchase Services (Specify)												
Contracted Payments												
7. Travel												
Total (1-7)			1,419			339						
			1,419			339						71,758











In summary, the CFRP has utilized some community services extensively; however, others have been utilized hardly at all. Community resource agencies have responded to the Family Service Workers' request for emergency services to individual families. It appears that agencies providing health services have been utilized extensively. Those providing other types of social services have provided the least amount. There does not seem to be indications that the community agencies have changed their patterns for providing services to families.

The needs assessment process collided with the invasion of privacy issue. Certain community agencies refused to provide information on CFRP families and, in turn, many families were adamant in refusing to have aspects of their lives discussed in meetings where community agency representatives were present.

There are serious language problems as well. Most community agency representatives are not fluent in Spanish. For many of the program participants, Spanish is their native tongue and they are incapable of communicating complex personal, financial, or health issues in any other language. This leads to a situation where the families distrust the agencies and the agency personnel are either defensive or uncaring about this problem.

Given this mileau of bureaucratic and socio-cultural problems, the program functions. However, services are being provided more as a result of personal contacts between CFRP and agency staff than as a result of formal programmatic procedures.